



Library Specialist

Assessment Handbook

September 2013

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

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Stanford Center for Assessment, Learning, & Equity

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Introduction to edTPA Library Specialist

Purpose

The purpose of edTPA Library Specialist, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach library literacies. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter content standards and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment Tasks

The edTPA Library Specialist assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, will you plan **3–5 consecutive lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with the *AASL Standards for the 21st-Century Learner*,¹ a learning segment prepared for this assessment should provide opportunities for students to develop their ability to become any or all of the following: critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.²

You will then teach the lessons, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain/reflect on the planning, instruction, and assessment components of

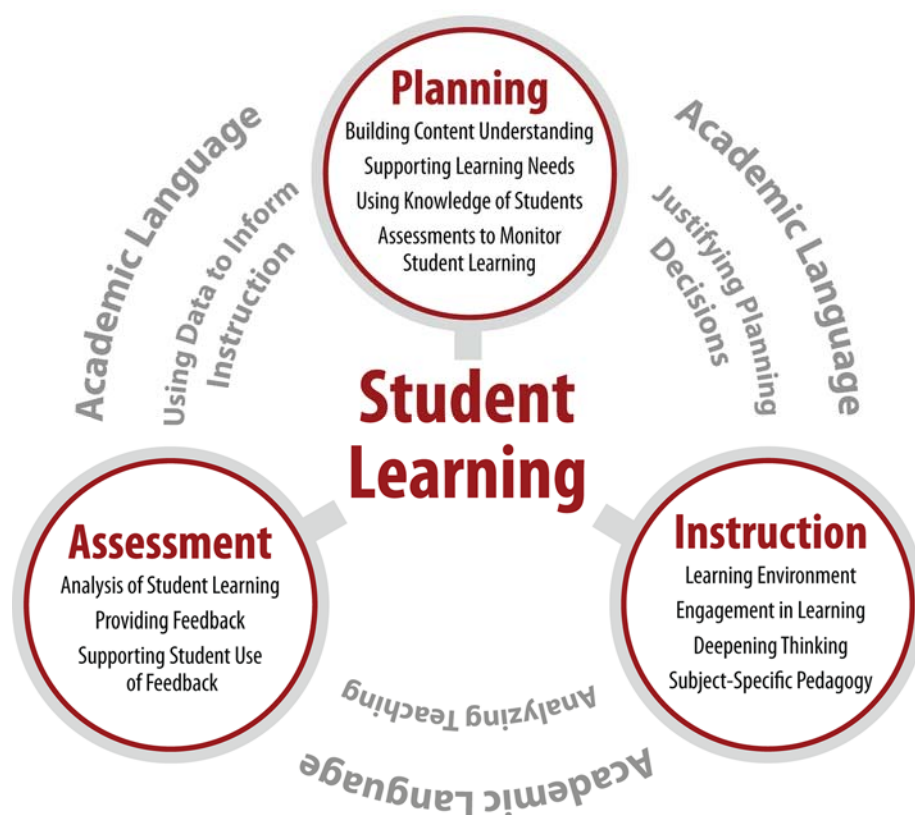
¹ The American Association of School Librarians' *Standards for the 21st-Century Learner* can be found at <http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>.

² American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago: AASL.

the task. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). The planning task documents your **intended** teaching, the instruction task documents your **enacted** teaching, and the assessment task documents the **impact** of your teaching on student learning.



These three tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of the assessment is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in library literacies. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice

and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Library Specialist Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The evidence (i.e., artifacts and commentaries) you submit will be judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

You will provide evidence for the planning, instruction, and assessment components within the corresponding tasks. You will provide evidence for the analyzing teaching component across all three tasks. You will provide evidence for the academic language component in the planning task, as well as in the instruction **AND/OR** assessment task.

The rubrics used to score your performance are included in the handbook and follow the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Library Specialist assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

1. What Do I Need to Think About?

This section provides focus questions for you to think about when completing the task.

2. What Do I Need to Do?

This section provides specific and detailed directions for completing the task.

3. What Do I Need to Write?

This section tells you what you need to write, and also provides specific and detailed directions for writing the commentary for the task.

4. How Will the Evidence of My Teaching Practice Be Assessed?

This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are available to you in this handbook:³

- **[Professional Responsibilities](#)**: guidelines for the development of your evidence
- **[Library Specialist Context for Learning Information](#)**: prompts used to collect information about your school/classroom context
- **[Library Specialist Evidence Chart](#)**: specifications for electronic submission of evidence, including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the [Library Specialist Glossary](#).

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. Refer to the *Professional Responsibilities* section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

³ Your preparation program will have additional resources, including the [Making Good Choices](#) document, that provide guidance as you develop your evidence.

edTPA Library Specialist Tasks Overview

| What to Do | What to Submit | Evaluation Rubrics |
|--|--|--|
| Task 1: Planning for Instruction and Assessment | | |
| <ul style="list-style-type: none"> ▶ Select one class as a focus for this assessment. ▶ Provide relevant context information. ▶ Identify a learning segment to plan, teach, and analyze. Select a learning segment of 3–5 lessons (or, if within a large time block, about 3–5 hours of connected instruction). ▶ Identify a central focus. The central focus should support students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. ▶ Write and submit a lesson plan for each lesson in the learning segment. ▶ Select and submit key instructional materials needed to understand what you and the students will be doing. Respond to commentary prompts prior to teaching the learning segment. ▶ As part of the commentary, choose one language function and identify a learning task where students use that language function. Identify both the language that students will be expected to use to engage in the learning task and your instructional supports. ▶ Submit copies or directions for all planned assessments from the learning segment. | <ul style="list-style-type: none"> ▣ Part A: Context for Learning Information ▣ Part B: Lesson Plans for Learning Segment ▣ Part C: Instructional Materials ▣ Part D: Assessments ▣ Part E: Planning Commentary | <p>Planning Rubrics</p> <p>Rubric 1: Planning for Library Literacies Learning</p> <p>Rubric 2: Planning to Support Varied Student Learning Needs</p> <p>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</p> <p>Rubric 4: Identifying and Supporting Language Demands</p> <p>Rubric 5: Planning Assessments to Monitor and Support Student Learning</p> |

| What to Do | What to Submit | Evaluation Rubrics |
|---|---|---|
| Task 2: Instructing and Engaging Students in Learning | | |
| <ul style="list-style-type: none"> ▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▶ Identify lessons from the learning segment you planned in Task 1 to videorecord. You should choose lessons that show you interacting with students to prepare them to think critically, read enthusiastically, research skillfully, and/or use information ethically. ▶ Videorecord your teaching and select 2 video clips (no more than 10 minutes each in total running time). ▶ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts. | <ul style="list-style-type: none"> ▣ Part A: Video Clips ▣ Part B: Instruction Commentary | <p>Instruction Rubrics</p> <p>Rubric 6: Learning Environment</p> <p>Rubric 7: Engaging Students in Learning</p> <p>Rubric 8: Deepening Student Learning</p> <p>Rubric 9: Subject-Specific Pedagogy</p> <p>Rubric 10: Analyzing Teaching Effectiveness</p> |

| What to Do | What to Submit | Evaluation Rubrics |
|---|--|---|
| Task 3: Assessing Student Learning | | |
| <ul style="list-style-type: none"> ▶ Select one assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Submit the assessment used to evaluate student performance. ▶ Define and submit the evaluation criteria you will use to analyze student learning. ▶ Collect and analyze student work to identify quantitative and qualitative patterns of learning within, and across learners in, the class. ▶ Select 3 student work samples to illustrate your analysis of patterns of learning within, and across learners in, the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your focus students. ▶ Summarize the learning of the whole class, and refer to work samples from the 3 focus students to illustrate patterns in student understanding across the class. ▶ Submit feedback on the assessment for the 3 students in written, audio, or video form. ▶ Analyze evidence of students' language use from (1) the video clips from the instruction task, (2) an additional video clip of one or more students using language within the learning segment, AND/OR the student work samples from the assessment task. ▶ Analyze your assessment of student learning and plan for next steps by responding to commentary prompts. | <ul style="list-style-type: none"> ▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary ▣ Part D: Evaluation Criteria | <p>Assessment Rubrics</p> <p>Rubric 11: Analysis of Student Learning</p> <p>Rubric 12: Providing Feedback to Guide Learning</p> <p>Rubric 13: Student Use of Feedback</p> <p>Rubric 14: Analyzing Students' Language Use and Library Literacies Learning</p> <p>Rubric 15: Using Assessment to Inform Instruction</p> |

Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Task 1: Planning for Instruction and Assessment, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
- How is the teaching you propose informed by your knowledge of students?

Task 1 prepares you to demonstrate and analyze the effectiveness of your teaching of the planned learning segment.

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment.
- **Provide context information.** The Library Specialist [Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 3 pages, including the prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** (if teaching library literacies within a large time block, select a learning segment of about **3–5 hours of connected instruction**).
- **Identify a central focus.** Identify the central focus along with the content standards and objectives⁴ you will address in the learning segment. The central focus should support students to develop the abilities to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information.
- **Analyze language demands.** Select a key language function, a learning task, and additional language demands.

⁴ AASL *Standards for the 21st-Century Learner*, Common Core State Standards, and state content area standards should be specified, depending on the requirements of the lesson. Content standards may be based on what the classroom teacher is teaching.

- **Write a lesson plan** for each lesson in the learning segment. If you are planning for a group rather than the full class, plans should describe instruction for that group. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. If your teacher preparation program requires you to use a specific lesson plan format for this assessment, you must include the information described below.
- Your lesson plans should include the following information:
 - State-adopted student academic content standards and/or Common Core State Standards that are the target of student learning (Note: Please list the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards
 - Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
 - Instructional resources and materials used to engage students in learning
- Lesson plans should be **no more than 4 pages in length**. You will need to condense or excerpt lesson plans longer than 4 pages. Any rationale for decisions or explanations should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary section below **prior to teaching the learning segment**.
- **Submit your original lesson plans**. If you make changes while teaching the learning segment, you may reflect on those changes in the Instruction and Assessment Commentaries that are part of Tasks 2 and 3.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Collect and submit copies of all written assessments**. (Submit only the blank **assessment** given to students: do not submit student work samples.)

See the [Task 1: Artifacts and Commentary Specifications](#) in the Library Specialist Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

In Task 1: Planning for Instruction and Assessment, you will write

- a description of your context for learning (see “What Do I Need to Do?” above for directions)
- lesson plans (see “What Do I Need to Do?” above for directions)
- a commentary explaining your plans (see “Planning Commentary” below for directions)

Planning Commentary

In Task 1: Planning for Instruction and Assessment, you will write a commentary, responding to the prompts below. Your commentary should be no more than **9 single-spaced pages, including the prompts**.

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.
- b. Provide the context of the lessons, how the structure for the lessons emerged, and the rationale for any/all of the technologies that you will use in each lesson.

Consider including the following in your description: resources and tools, including electronic, print, or other media, that will be used in instruction, depending on the central focus of your learning segment.

- c. Given the central focus, describe how the standards and learning objectives within your learning segment address students' abilities to become any or all of the following:
 - Critical thinkers
 - Enthusiastic readers
 - Skillful researchers
 - Ethical users of information
- d. Explain how your plans build on each other to help **make connections** between student learning and critical thinking, enthusiastic reading, skillful research, or ethical use of information as appropriate in the context of your lessons.⁵

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students with respect to the central focus of the learning segment.

⁵ If your learning segment focuses on more than one of the library literacy competencies listed, include each competency within planning and describe how lesson plans build on each other (prompt 1d) and also how you will be selecting/designing assessments to monitor student progress in each (prompt 5).

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**What do students know, what can they do, and what are they learning to do?**
- b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?**

3. Supporting Students' Library Literacies Learning

Respond to prompts 3a–c below. To support your explanations, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, **use principles from research and/or theory to support your explanations.**

- a. Explain how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.
- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

- c. Describe common preconceptions, beliefs, errors, or misunderstandings within your content focus and how you will address them.

4. Supporting Development Through Language

- a. **Language Function:** Identify **one** language function essential for students within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

| | | | | |
|----------|-----------|----------|----------|------------|
| Analyze | Defend | Describe | Evaluate | Explain |
| Identify | Interpret | Inquire | Justify | Synthesize |

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson/day number.)

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.

- Vocabulary
- **Plus** at least one of the following:
 - Syntax
 - Discourse

Consider the range of students' understandings of the language function and other demands—what do students already know, what are they struggling with, and/or what is new to them?

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt below.

- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to think critically, read enthusiastically, research skillfully, and/or use information ethically throughout the learning segment.
- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 1: Planning for Instruction and Assessment, your evidence will be assessed with rubrics 1–5, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for Library Literacies Learning

How do the candidate's plans build students' abilities to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

| Level 1 ⁶ | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|---|--|
| Candidate's plans focus solely on instruction on locating and accessing information with no connections to critical thinking, enthusiastic reading, skillful research, or ethical use of information. | Plans for instruction support student learning with vague connections to critical thinking, enthusiastic reading, skillful research, or ethical use of information. | Plans for instruction build on each other to support student learning with clear connections to critical thinking, enthusiastic reading, skillful research, or ethical use of information. | Plans for instruction build on each other to support student learning with clear and consistent connections to critical thinking, enthusiastic reading, skillful research, or ethical use of information. | Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead students to make clear and consistent connections among library literacies. |
| There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other. . | | | | |

⁶ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|---|---|
| <p>There is little or no evidence of planned supports.</p> <p>OR</p> <p>Candidate does NOT attend to requirements in IEPs and 504 plans.</p> | <p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p> | <p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p> | <p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p> | <p>Level 4 plus:</p> <p>Supports include specific strategies to identify and respond to common preconceptions, beliefs, errors, or misunderstandings.</p> |

Planning Rubrics continued

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--|--|
| Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds. | Candidate justifies learning tasks with limited attention to students' prior academic learning OR personal/cultural/community assets. | <p>Candidate justifies why learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> examples of students' prior academic learning <p>OR</p> <ul style="list-style-type: none"> examples of personal/cultural/community assets <p>Candidate makes superficial connections to research and/or theory.</p> | <p>Candidate justifies why learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> examples of students' prior academic learning <p>AND</p> <ul style="list-style-type: none"> examples of personal/cultural/community assets <p>Candidate makes connections to research and/or theory.</p> | Level 4 plus: Candidate's justification is supported by principles from research and/or theory. |

Planning Rubrics continued

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key library literacies learning task?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|--|--|
| <p>Language demands⁷ identified by the candidate are not consistent with the selected language function⁸ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p> | <p>Candidate identifies vocabulary as the major language demand associated with the language function. Attention to additional language demands is superficial.</p> <p>Language supports primarily address definitions of vocabulary.</p> | <p>Candidate identifies vocabulary and additional language demand(s) associated with the language function.</p> <p>Plans include general support for use of vocabulary as well as additional language demand(s).</p> | <p>Candidate identifies vocabulary and additional language demand(s) associated with the language function.</p> <p>Plans include targeted support for use of vocabulary and/or symbols as well as additional language demand(s).</p> | <p>Level 4 plus: Instructional supports are designed to meet the needs of students with different levels of language learning.</p> |

⁷ Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

⁸ Language function refers to the learning outcome (verb) selected in Planning Commentary Prompt 4a (e.g., analyze, interpret).

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' progress toward the standards/objectives?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|--|--|
| <p>The assessments only provide evidence of students' ability to locate and access resources/information.</p> <p>Assessment adaptations required by IEP or 504 plans are NOT made.</p> | <p>The assessments provide limited evidence to monitor students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p> | <p>The assessments provide specific evidence to monitor students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p> | <p>The assessments provide multiple forms of evidence to monitor students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically throughout the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p> | <p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p> |
| <p>Assessments are NOT aligned with the central focus and standards/objectives for the learning segment.</p> | | | | |

Task 2: Instructing and Engaging Students in Learning

What Do I Need to Think About?

In Task 2: Instructing and Engaging Students in Learning, you will demonstrate how you support and engage students in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you elicit and build on student responses in ways to develop and deepen content understanding?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to support their learning.
- **Identify lessons to videorecord.**
 - Provide **2 video clips (each no more than 10 minutes in length)** that demonstrate how you interact with students in a positive learning environment to develop library literacies.
 - The **first clip** should capture how you introduced students to thinking critically, reading enthusiastically, researching skillfully, or using information ethically.
 - The **second clip** should capture interactions between you and at least 3 students as you work with them to think critically, read enthusiastically, research skillfully, or use information ethically.
 - **(Optional) Provide evidence of students' language use.** You may provide evidence of students' language use with your video clips from Task 2, an additional

video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Task 3.

- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- **Select 2 video clips to submit** and verify that each meets the following requirements:
 - A video clip should be continuous and unedited, with no interruption in the events.
 - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clips you submit.
 - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **Respond to the commentary prompts** listed in the Instruction Commentary section below **after viewing the video clips**.
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are websites, software programs, texts, or other resource materials that you or the students are using that are not clearly visible in the video, insert an annotated list of all resources used at the end of the Instruction Commentary (**no more than 2 pages**).

See the [Task 2: Artifacts and Commentary Specifications](#) in the Library Specialist Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Instruction Commentary

In Task 2: Instructing and Engaging Students in Learning, you will write a commentary, responding to the prompts below. Your commentary should be no more than **6 single-spaced pages, including the prompts**.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.
2. **Promoting a Positive Learning Environment**

In your response to the prompt, refer to scenes in the video clips where you provided a positive learning environment.

- How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

- a. Explain how your instruction engaged students in thinking critically, reading enthusiastically, researching skillfully, or using information ethically.
- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

- a. Explain how you elicited student responses to promote thinking and develop students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically.
- b. Explain how you used resources and/or tools to facilitate students to think critically, read enthusiastically, research skillfully, or use information ethically.

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 2: Instructing and Engaging Students in Learning, your evidence will be assessed using rubrics 6–10, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|--|--|
| <p>The clips reveal evidence of disrespectful interactions between teacher and students or between students.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with student learning.</p> | <p>The candidate demonstrates respect for students.</p> <p>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</p> | <p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</p> | <p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a challenging learning environment that promotes mutual respect among students.</p> | <p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</p> |

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing students' abilities to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|--|---|
| In the clips, students are participating in tasks that are vaguely or superficially related to the central focus. | In the clips, students are participating in learning tasks or activities primarily focused on location of and access to resources/information. | In the clips, students are engaged in learning tasks that address their abilities to think critically, read enthusiastically, research skillfully, or use information ethically. | In the clips, students are engaged in learning tasks that develop their abilities to think critically, read enthusiastically, research skillfully, or use information ethically. | In the clips, students are engaged in learning tasks that deepen and extend their development of deep understandings of strategies to think critically, read enthusiastically, research skillfully, or use information ethically. |
| <p>There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.</p> <p>OR</p> <p>Links cause student confusion.</p> | Candidate makes vague or superficial links between prior academic learning and new learning. | Candidate links prior academic learning to new learning. | Candidate links both prior academic learning and personal, cultural, or community assets to new learning. | Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning. |

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and develop their abilities to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|--|--|
| <p>The candidate does most of the talking and students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p> | <p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p> | <p>Candidate elicits student responses related to critical thinking, enthusiastic reading, skillful research, or ethical use of information.</p> | <p>Candidate elicits and builds on students' responses to develop critical thinking, enthusiastic reading, skillful research, or ethical use of information.</p> | <p>Candidate facilitates interactions among students so they can evaluate their own abilities to apply strategies for critical thinking, enthusiastic reading, skillful research, or ethical use of information.</p> |

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy

How does the candidate use resources or tools to help students understand how to think critically, read enthusiastically, research skillfully, and/or use information ethically?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|---|---|
| <p>Candidate stays focused on students' ability to locate and access resources/information with little or no attention to thinking critically, reading enthusiastically, researching skillfully, or using information ethically.</p> <p>OR</p> <p>Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.</p> | <p>Candidate makes vague or superficial use of resources and/or tools to help students think critically, read enthusiastically, research skillfully, or use information ethically.</p> | <p>Candidate uses resources and/or tools in ways that help students understand how to think critically, read enthusiastically, research skillfully, or use information ethically.</p> | <p>Candidate uses strategically chosen resources and/or tools in ways that deepen student understanding of how to think critically, read enthusiastically, research skillfully, or use information ethically.</p> | <p>Candidate and students use strategically chosen resources and/or tools in ways that deepen student understanding of how to think critically, read enthusiastically, research skillfully, or use information ethically.</p> |

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|---|---|
| Candidate suggests changes unrelated to evidence of student learning. | Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management. | <p>Candidate proposes changes that address students' collective learning needs related to the central focus.</p> <p>Candidate makes superficial connections to research and/or theory.</p> | <p>Candidate proposes changes that address individual and collective learning needs related to the central focus.</p> <p>Candidate makes connections to research and/or theory.</p> | <p>Level 4 plus:</p> <p>Candidate justifies changes using principles of research and/or theory.</p> |

Task 3: Assessing Student Learning

What Do I Need to Think About?

In Task 3: Assessing Student Learning, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?
- How will you identify evidence and explain students' use of language that demonstrates the development of content understanding?

What Do I Need to Do?

- **Determine which assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment to be completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate their ability to become any or all of the following:
 - Critical thinkers
 - Enthusiastic readers
 - Skillful researchers
 - Ethical users of information
- **Define and submit** the evaluation criteria you will use to analyze student learning related to the library literacies understandings described above.⁹
- **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class.
- **Select 3 student work samples that illustrate** the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. At least one of the students must have specific learning needs, for example, a student with an IEP (Individualized Education Program), an English language learner, a struggling reader, an underperforming student or a student

⁹ Candidates should use skills, dispositions in action, responsibilities, and self-assessment strategies from the AASL *Standards for the 21st-Century Learner* to develop evaluation criteria.

with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

- ▣ **Determine if some transcription is needed to understand the feedback you provided to each focus student if feedback was documented as audio/video clips.** For comments that are not clearly heard, insert transcriptions at the end of the Assessment Commentary (**no more than 2 pages**).
- ▣ **Document the feedback** you gave to each of the **3 focus students** either on the work sample itself, as an audio clip, or as a video clip.
- ▣ **If you submit feedback as a video or audio clip and your comments to focus students cannot be clearly heard**, attach transcriptions of your comments (**no more than 2 pages**) to the end of the Assessment Commentary.
- ▣ **If you submit feedback as a video or audio clip of focus students and additional students are present, clearly identify which students are your focus students at the end of the Assessment Commentary (in no more than two sentences).**
- ▣ **Respond to the commentary prompts** listed in the Assessment Commentary section below **after analyzing student work from the selected assessment.**
- ▣ **Include and submit the selected assessment, including the directions/prompts for the assessment.** Attach the assessment (**no more than 5 pages**) to the end of the Assessment Commentary.
- ▣ **Provide evidence** of students' understanding and use of the targeted academic language function. You may choose evidence from video clips submitted in Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Task 3.

See the [Task 3: Artifacts and Commentary Specifications](#) in the Library Specialist Evidence Chart for instruction on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Assessment Commentary

In Task 3: Assessing Student Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**.

1. Analyzing Student Learning

- a. Identify the specific standards/objectives measured by the assessment you selected for analysis.
- b. Provide the evaluation criteria you used to analyze student learning.

- c. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.
- d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to student's ability to become any or all of the following:
 - Critical thinkers
 - Enthusiastic readers
 - Skillful researchers
 - Ethical users of information

Consider what students understand and do well, and where they continue to struggle (e.g., common preconceptions, beliefs, errors or misunderstandings, need for greater challenge).

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. In what form did you submit your evidence of feedback for the 3 focus students?
 - Written directly on work samples or in a separate document
 - In audio files
 - In video clips from the instruction task (provide a time-stamp reference)
- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.
- c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

3. Evidence of Language Understanding and Use

You may provide evidence of students' language use from **ONE, TWO OR ALL THREE** of the following sources:

1. Use video clips from Task 2 and provide time-stamp references for language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students' language use). Submit the clip in Task 3 Part B.
3. Use the student work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the clips (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

- Explain and provide evidence for the extent to which your students were able to use language (selected function, vocabulary, and additional identified demands from Task 1) to develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction
 - for the whole class
 - for the three focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 3: Assessing Student Learning, your evidence will be assessed using rubrics 11–15, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|--|--|
| <p>The analysis is superficial or not supported by either student work samples or the summary of student learning.</p> <p>OR</p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p> | <p>The analysis focuses on what students did right OR wrong using evidence from the summary or work samples.</p> | <p>The analysis focuses on what students did right AND wrong and is supported with evidence from the summary and work samples.</p> <p>Analysis includes some differences in whole class learning.</p> | <p>Analysis uses specific examples from work samples to demonstrate patterns of student learning consistent with the summary.</p> <p>Patterns are described for whole class.</p> | <p>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of student learning for individuals or groups.</p> |

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to the focus students?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|--|---|
| <p>Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of the student's learning.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p> | <p>Feedback addresses only errors OR strengths generally related to the learning objectives.</p> <p>OR</p> <p>Feedback is inconsistently provided to focus students.</p> | <p>Feedback is accurate and primarily focuses on either errors OR strengths related to specific learning objectives, with some attention to the other.</p> <p>Feedback is provided consistently for the focus students.</p> | <p>Feedback is accurate and addresses both strengths AND needs related to specific learning objectives.</p> <p>Feedback is provided consistently for the focus students.</p> | <p>Level 4 plus:</p> <p>Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</p> |

Assessment Rubrics continued

Rubric 13: Student Use of Feedback

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|--|---|
| <p>Opportunities for applying feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback to inform student learning.</p> | <p>Candidate provides vague explanation for how focus students will use feedback to complete current or future assignments.</p> | <p>Candidate describes how focus students will use feedback on their strengths and weaknesses to revise their current work, as needed.</p> | <p>Candidate describes how s/he will support focus students to use feedback on their strengths and weaknesses to deepen understandings and skills related to their current work.</p> | <p>Level 4 plus: Candidate guides focus students to generalize feedback beyond the current work sample.</p> |

Assessment Rubrics continued

Rubric 14: Analyzing Students' Language Use and Library Literacies Learning

How does the candidate analyze students' use of language to develop content understanding?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|---|--|
| <p>Candidate identifies language use that is superficially related or unrelated to the language demands (function,¹⁰ vocabulary, and additional demands).</p> <p>OR</p> <p>Candidate does not address students' repeated misuse of vocabulary.</p> | <p>Candidate provides evidence that students use vocabulary associated with the language function.</p> | <p>Candidate explains and provides evidence of students' use of the language function as well as vocabulary OR additional language demand(s).</p> | <p>Candidate explains and provides evidence of students' use of the language function, vocabulary, and additional language demand(s) in ways that develop library literacies.</p> | <p>Level 4 plus: Candidate explains and provides evidence of language use and library literacies for students with varied needs.</p> |

¹⁰ The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, interpret, etc.).

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|--|---|
| <p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the standards and learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p> | <p>Next steps focus on repeating instruction, pacing, or classroom management issues.</p> | <p>Next steps propose general support that improves student learning related to standards and learning objectives assessed.</p> <p>Next steps are loosely connected with research and/or theory.</p> | <p>Next steps provide targeted support to individuals or groups to improve their learning relative to standards and learning objectives assessed.</p> <p>Next steps are connected with research and/or theory.</p> | <p>Next steps provide targeted support to individuals AND groups to improve their learning relative to standards and learning objectives assessed.</p> <p>Next steps are justified with principles from research and/or theory.</p> |

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com, for complete and current information before beginning your work. Included here is important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

| Responsibility | Description |
|--|---|
| Protect confidentiality | <p>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your state, school, district, and cooperating teacher. Mask or remove all names on any type of written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students’ first names only.</p> <p>To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</p> |
| Acquire permissions | <p>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.</p> <p>Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship.</p> <p>If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p> |
| Cite sources | <p>Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning Commentary.</p> |
| Align instruction with state standards | <p>As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards or Common Core State Standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.</p> |
| Follow the guidelines for candidate support at www.edTPA.com | <p>Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:</p> <ul style="list-style-type: none"> ■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ■ I have not previously taught this learning segment to the students/class. ■ The video clips submitted show me teaching the students/class profiled in the evidence submitted. ■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ■ I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment. ■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators. |

Library Specialist Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach?
Elementary school:
Middle school:
High school:
Other (please describe):

Urban:
Suburban:
Rural:
2. List any special features of your school or instructional setting (e.g., location in which instruction takes place—library, computer lab, classroom; one-to-one laptop initiative; BYOD; bilingual; library aide; library staffing; flexible access; block schedule; student and/or teacher level of access to the library) that will affect your teaching in this learning segment.
3. Describe any district, school, or cooperating teacher requirements, or expectations that might affect your planning or delivery of instruction, such as required curricula, required instructional program, pacing plan, use of specific instructional strategies, standardized tests, funding level, Web filtering of access to information, or classification of school as high-need or low-achieving.

About the Class Featured in This Assessment

1. How often does this class receive library literacies instruction?
2. Is there any ability grouping, tracking, inclusion of students with special needs, or language ability grouping in the class with which you worked? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication.
4. List other resources (e.g., websites, software programs, texts, technologies, or other resource materials) you use for library literacies instruction in this class. (See annotated resource list.)

About the Students in the Class Featured in This Assessment

1. Grade level(s): _____
2. Number of
 - students in the class _____
 - males _____ females _____
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment:

- English language learners
- Gifted students needing greater support or challenge
- Students with Individualized Education Programs (IEPs) or 504 plans
- Struggling readers
- Underperforming students or those with gaps in academic knowledge

| Students with Specific Learning Needs | | |
|---|-----------------------|---|
| IEP/504 Plans: Classifications/Needs | Number of Students | Supports, Accommodations, Modifications, Pertinent IEP Goals |
| <i>Example: Visual processing</i> | <i>2</i> | <i>Close monitoring, use audio text</i> |
| | | |
| | | |
| | | |
| Other Learning Needs | Number of Students | Supports, Accommodations, Modifications |
| <i>Example: Struggling readers</i> | <i>5</i> | <i>Provide oral explanations for directions, extended time, and sentence frames to support written responses.</i> |
| | | |
| | | |
| | | |

Library Specialist Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications.

Task 1: Artifacts and Commentary Specifications

| What to Submit | Supported File Types | Number of Files | | Response Length | Additional Information |
|--|-------------------------|-----------------|-----|---|--|
| | | Min | Max | | |
| Part A: Context for Learning Information (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 3 pages, including prompts | <ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. |
| Part B: Lesson Plans for Learning Segment | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 4 pages per lesson | <ul style="list-style-type: none"> Submit 3–5 lesson plans in 1 file. Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans. |
| Part C: Instructional Materials | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 5 pages of KEY instructional materials per lesson plan | <ul style="list-style-type: none"> Submit materials in 1 file. Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). Order materials as they are used in the learning segment. |
| Part D: Assessments | .doc; .docx; .odt; .pdf | 1 | 1 | N/A | <ul style="list-style-type: none"> Submit assessments in 1 file. Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). Order assessments as they are used in the learning segment. |
| Part E: Planning Commentary (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 9 pages of commentary, including prompts | <ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. Respond to prompts before teaching the learning segment. |

Task 2: Artifacts and Commentary Specifications

| What to Submit | Supported File Types | Number of Files | | Response Length | Additional Information |
|--|--|-----------------|-----|---|---|
| | | Min | Max | | |
| Part A: Video Clips | flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | 2 | 2 | Running time no more than 10 minutes each | <ul style="list-style-type: none"> Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. Refer to Task 2, What Do I Need to Do? for video clip content and requirements. When naming each clip file, include the number of the lesson shown in the video clip. |
| Part B: Instruction Commentary (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | <p>No more than 6 pages of commentary, including prompts</p> <p>If needed, no more than 2 pages of supporting documentation</p> | <ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> graphics, texts, or images that you or the students are using are not clearly visible in the video portions of the video are inaudible If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible"). |

Task 3: Artifacts and Commentary Specifications

| What to Submit | Supported File Types | Number of Files | | Response Length | Additional Information |
|---|--|-----------------|-----|-----------------|--|
| | | Min | Max | | |
| Part A: Student Work Samples | .doc; .docx; .odt; .pdf | 3 | 3 | N/A | <ul style="list-style-type: none"> Use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any work samples. On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample) and refer to them accordingly in the Assessment Commentary. When naming each work sample file, include the student number. If your students' writing is illegible, write a transcription directly on the work sample. |
| Part B: Evidence of Feedback And, if included, video evidence of academic language use | <p>For written feedback not written on the work samples: .doc; .docx; .odt; .pdf</p> <p>For audio feedback: flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video clips feedback and/or language use: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p> | 0 | 4 | N/A | <ul style="list-style-type: none"> Document the location of your evidence of feedback in the Assessment Commentary. If feedback is not written on the student work samples or recorded on the video clips, submit only 1 file for each student—a document, video file, OR audio file—and indicate the student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback) in the corresponding feedback. When naming each feedback file, include the student number. If you submit feedback as a video or audio clip of focus students and additional students are present, clearly identify which students are your focus students at the end of the Assessment Commentary (in no more than two sentences). If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (no more than 2 pages) to the end of the Assessment Commentary. For Academic Language: If you choose to submit a video clip of student language use, it should be no more than 5 minutes, with a time-stamp reference for the evidence of language use described in the Assessment Commentary. |

(Continued on next page)

Task 3: Artifacts and Commentary Specifications (continued)

| What to Submit | Supported File Types | Number of Files | | Response Length | Additional Information |
|-------------------------------|-------------------------|-----------------|-----|--|--|
| | | Min | Max | | |
| Part C: Assessment Commentary | .doc; .docx; .odt; .pdf | 1 | 1 | <p>No more than 10 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> no more than 5 pages for the chosen assessment, if necessary, no more than 2 pages of feedback transcription | <ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. <p>IMPORTANT: Insert a copy of the chosen assessment, including directions/prompts provided to students.</p> |
| Part D: Evaluation Criteria | .doc; .docx; .odt; .pdf | 1 | 1 | N/A | <ul style="list-style-type: none"> Indicate the lesson number on the corresponding evaluation criteria (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.). |

Library Specialist Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are **language demands** that teachers need to consider as they plan to support student learning of content. These **language demands** include **vocabulary, language functions, syntax, and discourse**.

- **discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.¹¹ In library literacies, language structures include words, images, and technologies. If the language function is to research, then appropriate language structures include information needs, query formation, search processes, citation, and synthesis and sharing of results. If the language function is to respond to text, then emotional descriptions, reactions, and self knowledge would be displayed or organized in various structures suited to audience and purpose.
- **language demands:**¹² Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions:** The content and language focus of the learning task represented by the active verbs within the learning. Common language functions in library literacies include expressing reading enjoyment as well as explaining information and articulating information needs, displaying new knowledge, drawing conclusions, or interpreting text/images via media or text.
- **syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).¹³

¹¹ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

¹² O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17). Retrieved from <http://www.ascd.org/ascd-express/vol7/717-ohara.aspx>

¹³ Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

- **vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.¹⁴

aligned: Consistently addressing the same/similar learning outcomes for students.

artifacts: Authentic work completed by you and your students. Artifacts include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

assessment (formal and informal): “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities.”¹⁵ Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, journals, and projects.

assets (knowledge of students):

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, that a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events, practices, and so on, that a teacher can draw upon to support learning.

central focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. The components for library literacies are drawn from the *AASL Standards for the 21st-Century Learner*. Central focus examples might be, in a research unit, students might locate, evaluate, and select appropriate sources to answer questions (1.1.4); demonstrate creativity by using multiple resources and formats (1.2.3); or use information technology responsibly (1.3.5).

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching

¹⁴ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

¹⁵ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>

decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning.

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well designed and/or implemented and do not increase student learning.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the video recording(s) or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning, monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

learning environment: The designed physical and emotional context established and maintained throughout the learning segment to support a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample library literacies learning experience for enthusiastic reading might consist of self-knowledge surveys, sharing of reading experiences, identifying different genres within a topic, fan fiction, or digital book trailers as appropriate to student engagement.

library literacies: The ability to read, listen to, view, find, understand, synthesize, evaluate, and apply information gathered across formats and platforms, including, but not limited to, information literacy, digital literacy, media literacy, textual literacy, and visual literacy.

patterns of learning: Includes both quantitative and qualitative consistencies for different groups of students and individuals across the whole class. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or perceptions and interpretations that underlie the quantitative patterns.

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

prior academic learning and prerequisite skills: Includes students' content knowledge and skills as well as academic experiences developed prior to the learning segment.

rapprochement: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

resources: Includes access to and sources from which information and knowledge are gained in fiction and nonfiction; print, nonprint, or electronic format; guest speakers; images; audio; and media.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

tools: Includes the mechanism through which information and knowledge are gained and shared such as online catalog, Internet/Web, cloud computing, and social media.

variety of learners: Students in your class who may require different strategies or support. These students include but are not limited to students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.